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AUTHOR	Smith, Valinda C.
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ABSTRACT

This final performance report for the Elizabeth Jones Library literacy project begins with a section that provides quantitative data. The next section compares actual accomplishments to the following project goals and related objectives for fiscal year 1992: (1) to provide a versatile workplace literacy program useful to any business in the county; (2) to provide business/industry an introduction to the program--a multi-model basic skills development education program to benefit their employees; (3) to provide orientation to the program for business managers and supervisors upon adoption; (4) to provide management of the program; and (5) to coordinate library literacy activities with the local literacy council, vocational school, and community college. Proposed and actual expenditures are compared. Activities undertaken are described, including library materials acquired, development of an adult summer reading program, and on-site workplace literacy programs administered. The role of the library is discussed; the contributions of other organizations are summarized; facilities used are listed; and the impact of the project is considered. Attachments include forms for a student program evaluation interview, student exit interview, tutor program evaluation, and tutor interview. (MES)

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Elizabeth Jones Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FY 1992 FINAL PERFORMANCE REPORT
LIBRARY LITERACY PROGRAM, TITLE VI, LSCA

PART I: GENERAL INFORMATION

1. Grantee:	Elizabeth Jones Library P.O. Box 130 1050 Fairfield Avenue Grenada, MS 38902-0130
2. Report Prepared By:	Valinda C. Smith, Coordinator Library Adult Volunteer Literacy Program (601) 226-7462
3. Grant Number:	R167A20165
4. Amount Awarded:	$35,000
Actual Amount Expended:	$34,994

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Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
✓ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
___ Training
___ Rural Oriented
✓ Basic Literacy
✓ Other (describe) workforce
___ Collection Development
✓ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
✓ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

✓ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

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5. If this project involved tutoring, how was it provided? (check as many as applicable)

✓ one-on-one tutoring ✓ small group instruction
___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ✓ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

See attached (Appendix)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ✓ yes ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

see Appendix

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
___ other (describe)
_____
_____

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 65
Of those served, how many received direct tutoring service? 43
How many hours of direct tutoring service did they receive? 640.4
How many new volunteer tutors were trained? 3
How many current volunteer tutors received additional training? 12
How many volunteer tutors (total) were involved? 23
How many non-tutor volunteers were recruited? 0
How many service hours were provided by non-tutors? 0
How many librarians were oriented to literacy methods, materials, and students? 3
How many trainers of tutors were trained? 2

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

PART III: NARRATIVE REPORT

1. COMPARISON OF ACTUAL ACCOMPLISHMENTS TO GOALS AND OBJECTIVES

(1) "that the Elizabeth Jones Library provide a versatile workplace literacy program useful to any business in Grenada County."

On-site workplace literacy programs were administered at Danskin Pennaco Hosiery Mill, Heatcraft, Grenada Fasteners, and the Grenada Lake Medical Center (GLMC). A volunteer tutor recruitment program at Georgia-Pacific was administered which provides volunteer tutors for all community literacy efforts.

(2) "that Elizabeth Jones Library provide business/industry an introduction to the program: a multi-model basic skills development education program to benefit their employees."

Information on the multi-model program for workplace literacy, outlined in the approved application, was provided to prospective industries. At this time, there are two industries considering establishment of on-site Option II literacy training and one industry considering establishment of an Option III program (volunteer tutor recruitment).

(3) "that Elizabeth Jones Library provide orientation to the program for business managers and supervisors upon adoption."

Each on-site program, except Grenada Fasteners, has a literacy manager, an employee who has been appointed to act as the liaison with the Library Workplace Program staff and help administer the on-site program. Grenada Fasteners only has seven employees, one of whom is a student, so a literacy manager was unnecessary. Mrs. Becky Richardson is the literacy manager for the Grenada Lake Medical Center. Mrs. Norma Morgan is the literacy manager at Heatcraft. Jim Dennen is the literacy manager at Pennaco. Ms. Terri Springer is a volunteer tutor and the literacy manager at Georgia-Pacific. She helps coordinator tutor recruitment efforts at their plant. The plant manager, Mr. Jim Ward, is also a

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volunteer tutor. Meetings with literacy managers are held as frequently as needed at each site.

(4) "that Elizabeth Jones Library provide management of the program."

The Library's literacy program provides management of the on-site programs in place. Program staff interview and evaluate prospective students, match volunteer tutors and students, train volunteer tutors, draw up individual education plans (IEPs), order and distribute student and tutor materials, schedule follow-up meetings when necessary, conduct student in-service meetings, keep program records, and serve as a resource for students and tutors.

(5) "that Elizabeth Jones Library coordinate library literacy activities with the Grenada League for Adult Development (GLAD, Grenada County's local literacy council), the Grenada Vocational School JTPA Program, and Holmes Community College-Grenada Center."

In order to avoid duplication of materials, equipment, recruitment, tutor training, or other effort, an extensive web of cooperative effort exists between the library literacy program and GLAD and the Grenada Vocational School's JTPA/JOBS Program. Holmes Community College-Grenada Center does not currently operate a literacy program, but cooperates extensively with the literacy programs in place. Together, much more is accomplished than the part-time library program staff could do in isolation.

The Library is and always has been a leader in GLAD. A very fluid collaboration exists between the library program, the JTPA Program, and GLAD, enabling new situations, opportunities, and needs to be readily addressed. The Coordinator of the Library Adult Volunteer Literacy Program has a permanent position on the GLAD Board of Directors. Three of GLAD's five experienced volunteer tutor training teams include the Library Literacy Coordinator or the Assistant Coordinator and the JTPA/JOBS Program staff as trainers. Volunteer tutor training for the workplace is provided in addition to or in conjunction

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with GLAD's regularly scheduled tutor training. The library program staff is responsible for scheduling the training teams at the on-site programs and participating in the training workshops. Training team development is a part of GLAD's service. GLAD's tutor in-service workshops are open to all volunteer tutors, including workplace tutors. Three GLAD student in-service workshops were planned and sometimes presented by library program staff. Volunteer tutors recruited at Georgia-Pacific's volunteer tutor recruitment program are available to be used by either the workplace program or the JTPA program, as needed. The JTPA Program's computer lab and literacy software are available to library program students and tutors. The Macintosh computer and software (donated by the Mississippi Literacy Foundation) located in the Library is likewise available for JTPA/GLAD student use. GLAD's publicity and promotions included the library program; *i.e.*, radio spots, television interviews, newspaper interviews, flyers, and so on. The GLAD Annual Meeting in September included presentations by both programs. The GLAD Awards meeting in December likewise included program reports and awards by both programs.

Major Changes or Revisions in the Program

None.

2. PROPOSED AND ACTUAL EXPENDITURES

Category	Proposed	Actual	Explanation
Salaries & Wages	$23,400	$23,400	
Fringe Benefits	$4,352	$3,487	Mrs. Joyce Smith is retired from the State of Mississippi and is thus ineligible to re-enter the retirement system as an employee. Fringe Benefits budgeted for the Assistant Coordinator's retirement benefits were thus utilized in other approved budget categories.
Travel	$ 100	$ 167	Attended annual Miss. Assoc. of Adult & Community Educators Conf. in Laurel, MS.

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Equipment	- None	
Supplies	$1,000	$1,434
Contractual Services	- None	
Materials	$5,548	$5,817
Other	$ 600	$ 689

3. ACTIVITIES UNDERTAKEN

The new reader's section at the Elizabeth Jones Library has been greatly expanded to include a wide range of adult literacy and tutor resource materials. Pleasure reading, informational, and resource materials have been purchased for this section. Materials were purchased for a wide range of adult reading levels and interests.

Workbooks and supplemental study materials were purchased for student and tutor use during their regular weekly sessions.

A new activity was developed. The 1993 Adult Summer Reading Program was planned and administered in June-July 1993. GLAD co-sponsored this activity, which was designed to urge adult literacy students to utilize the expanded adult literacy materials available at the Library. The program was open to all adult literacy students in the County, not just Workplace Program students. Twenty-two students signed up to participate and were assigned to reading groups determined by their reading level. Books were color-coded for each reading group to simplify choosing a book for low-reading-level students. Literacy program staff were stationed at the adult learner shelves to provide assistance to participants. One hundred and sixty-six books were read. Student awards were presented at the end of the program. Participant response was enthusiastic.

A "Name the Shelf" contest was held to name the shelves containing the adult learner books at the Library. The winning name - "New Horizons" - was chosen since it was descriptive, yet would not label the shelves in a way which might be embarrassing to participants (such as "adult new readers," might have

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been). The contest was open to tutors and students. A student submitted the winning name and was presented a prize by GLAD.

Four on-site workplace literacy ("refresher") programs were administered. Volunteer students and tutors were recruited. Students were interviewed and tested to determine student needs and current reading levels. Individual education plans were drawn up for each student. Volunteer tutors from the work sites were trained in tutoring adult students. Students and tutors were matched together. Tutors were additionally trained in the specific materials they would be using with their student(s). One-hour-per-week tutoring sessions are scheduled for workplace students unless the student and tutor mutually agree to more. Although this slows student progress, most volunteer tutors and working students feel unable to devote additional time to formal tutoring sessions. Most students are tutored one-to-one. A few of the higher-reading-level students are tutored in small groups of no more than four. Alternate tutoring sites are found for the GLMC program since they are in the midst of a major renovation and had no areas available with the necessary privacy. Arrangements were made for the GLMC tutors and students to meet at either the Elizabeth Jones Library or Holmes Community College--Grenada Center.

One on-site tutor recruitment program was administered at Georgia-Pacific Corporation. Volunteer tutors received new tutor training and receive materials-specific training as they are matched with a student.

Of the 43 students enrolled in FY 1992, 23 percent were male and 77 percent were female. Minority students accounted for 84.6 percent of those enrolled. Student ages ranged from 20- to 59-years-old, with an average student age of 44.

Average student attendance for active students in FY 1992 was 68.4 percent. One factor which detrimentally affects the attendance of Pennaco students from May through September is that most are working overtime, even double shifts and weekends, for extended periods. This work schedule leaves them with neither the

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time nor energy to attend their literacy classes. Some students and tutors at Heatcraft decided not to meet for the summer months and became inactive for that period.

Program staff were personally tutoring 15 of the students at the end of FY 1992. Twenty-three volunteer tutors served the program in FY 1992. Tutor training was accomplished as previously described. A total of 636 hours of literacy tutoring were provided to students in FY 1992.

The Program Coordinator spoke to two civic clubs to promote literacy efforts in Grenada in FY 1992.

The grant materials budget was expended on student and tutor study materials, library shelf materials, and resource materials for tutors.

4. ROLE OF THE ELIZABETH JONES LIBRARY SUPPORTING THE LITERACY PROGRAM

The Elizabeth Jones Library, Grenada County's public library, was established in 1929. In 1989, the Library moved into a new 12,740 square foot facility. The additional space has allowed the Library to better meet the needs of Grenada County residents. The new library facility now offers additional space available for literacy training and tutoring. Students whose employer does not sponsor an on-site program and the GLMC on-site program tutors regularly use the Library as the site for their tutoring sessions. During the past year, the Library greatly increased its holdings of new adult reader's books and tutor resource books. Most of these books were purchased with grant funds. However, the Library has also used some of their general funds to add to this collection. The Library is intent upon providing a wider range of cultural, informational, and educational programs for all ages.

The Library was instrumental in the organization of the GLAD literacy council. After attending a state-wide literacy conference in late 1986, the Library, the Vocational School, and key community leaders began the organizational work which resulted in the creation of GLAD. A seven-member board of

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directors was established with several permanent seats, including one for the Director of the Elizabeth Jones Library. In 1990, the bylaws were amended to add a permanent seat for the Library's Literacy Coordinator.

With input from the GLAD Chairman and the JTPA Program Director, the Library applied for and received our first USDE LSCA Title VI grant in for FY 1990. This grant provided the funds which enabled the Library to establish a workplace literacy program to fill a void and enhance the literacy training available in Grenada County.

The Elizabeth Jones Library's Board of Directors hires the part-time workplace literacy program staff. The Library Director, Mrs. Maryhardy McElwain, provides the bookkeeping and financial oversight needed by the program and monitors the overall program implementation and progress.

5. AGENCIES AND ORGANIZATIONS INVOLVED WITH THE LITERACY PROGRAM

The agencies and organizations with which the Library's workplace literacy program regularly interacts or receives benefit from are, of course, our on-site program employers (Pennaco, Heatcraft, Grenada Fasteners, GLMC, Holmes Community College--Grenada Center, Grenada Vocational School--JTPA/JOBS Program, and GLAD.

Holmes Community College--Grenada Center (HCC) has one room dedicated full-time to the use of the workplace literacy program. They also provide classroom space for several GLMC program tutoring sessions. GLAD functions held throughout the year are also often held at HCC. The Community College has always responded positively when requested to help in any way.

The Library workplace literacy program's interactions, support, and cooperation with GLAD and the JTPA literacy program are detailed throughout this report.

The library program participated in all of GLAD's publicity and promotions. Notices are always posted at the Library which explain the opportunity for community service through literacy tutoring.

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The Grenada County Chamber of Commerce has been very supportive of the Library's literacy efforts. They say that the existence of our program is very important to them when recruiting new industry for Grenada due to concerns about the educational levels of prospective employees in the community.

The local Rotary Club has given us direct and continuing support by paying the original installation charge and paying for the monthly line charge for the separate workplace literacy program office telephone. This enables our students and tutors to reach us directly and privately. The continuing support of the Rotary Club has been invaluable to the efficient operation of our program.

6. OTHER SITES AND FACILITIES USED

Workplace program tutoring sessions are held at the Elizabeth Jones Library, Holmes Community College--Grenada Center, Grenada Lake Medical Center, Pennaco Hosiery Mill, Heatcraft, Grenada Fasteners, and a private home. This list will continue to expand as we add new on-site programs to our literacy program.

7. IMPACT OF PROJECT ON THE ONGOING PROGRAM

Prior to the initial funding of the Library's workplace program in FY 1990, Grenada County did not have a literacy program that focused on the workplace. Literacy training available to residents was primarily directed to the unemployed non-reader. According to 1991 statistics, 51.4 percent of Grenada County residents do not have a secondary education (33 percent age 21 and above have not gone beyond the eighth grade). An estimated 2,315 (10.8 percent) of Grenada County citizens are functionally illiterate. The County unemployment rate ranges between seven and eight percent. Thus, it is readily apparent that many of these undereducated and even functionally illiterate adults are to be found in the workplace. However, most literacy programs that qualify for public funding only serve the indigent. The local JTPA/JOBS literacy program's primary focus is the low-income non-reader. Local employers are at risk when employees with low- or

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non-reading skills must follow written instructions, directions, and other communications which occur daily in our increasingly technological environment. As employees, these individuals had not been eligible for most existing low-income literacy training, yet their low skill levels are a deterrent to their job performance, advancement, and daily living. Thanks to the Library's LSCA Title VI grant, the doors of opportunity for self-improvement and literacy training have been opened wide to welcome many citizens who had either been ineligible or not sufficiently motivated or previously unsuccessful when seeking literacy training. The need to greatly expand the library shelf materials available to new adult readers, precluded any additional on-site programs being initiated in FY 1992. We do have three good prospects for new on-site programs and anticipate their establishment in FY 1993.

GLAD, our local literacy council, has been extremely involved in promoting the library program's success. As a member of GLAD, the library workplace program adds another, largely previously unexplored, avenue of outreach to their already extensive community efforts. The library literacy program virtually doubled the volume of literacy training being offered in Grenada County during it's first year of existence. During FY 1991 and FY 1992, the program expanded to include even more students.

APPENDIX

PROGRAM EVALUATION INTERVIEW

This questionnaire should be given orally by literacy program staff meeting one-on-one with each student in a private setting. The Slosson test should be re-administered at this time to measure student progress in reading.

STUDENT NAME: _____

TUTOR NAME: _____

STUDY MATERIALS USED:
__ Laubach Way to Reading series
__ Challenger series
__ Steck-Vaughn GED series
__ Other (list) _____

---

1. Did you have a library card when you signed up for the program? *Yes* *No*
2. Do you have a library card now? *Yes* *No*
3. What study materials have you completed thus far in your program?
   _____
4. Have you achieved any of your personal goals already as a result of your participation? *Yes* *No* If yes, what are they?
   _____
5. Have their been any significant changes in your reading habits? *Yes* *No* If yes, please describe. _____
6. Have you used the Library more often since becoming a student in this program? *Yes* *No*
7. How would you rate the study materials you are using? *Excellent* *Good* *Fair* *Poor*
8. How would you rate your tutor? *Excellent* *Good* *Fair* *Poor*
9. How would you rate your own attendance? *Excellent* *Good* *Fair* *Poor*
10. How would you rate your tutor's attendance? *Excellent* *Good* *Fair* *Poor*
11. Do you have any specific problems or needs that need attention? *Yes* *No* If yes, what are they? _____
12. How do you feel about the overall refresher program being provided to you? _____
13. What are your suggestions for the coming year? _____
    _____

WRITE COMMENTS BELOW OR ON OTHER SIDE.

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STUDENT EXIT INTERVIEW

This questionnaire should be given orally by literacy program staff meeting one-on-one with each student in a private setting. The Slosson test should be re-administered at this time to measure student progress in reading.

STUDENT NAME: _____

TUTOR NAME: _____

STUDY MATERIALS USED:
__ Laubach Way to Reading series
__ Challenger series
__ Steck-Vaughn GED series
__ Other (list) _____

---

1. Did you have a library card when you signed up for the program? *Yes No*

2. Do you have a library card now? *Yes No*

3. What study materials had you completed when you finished with the program?

_____

4. Have you achieved any of your personal goals in which your participation in the program has helped you? *Yes No* If yes, what are they?

_____

5. Have their been any significant changes in your reading habits? *Yes No* If yes, please describe.

_____

6. Have you used the Library more often since becoming a student in this program? *Yes No*

7. How would you rate the study materials you were using? *Excellent Good Fair Poor*

8. How would you rate your tutor? *Excellent Good Fair Poor*

9. How would you rate your own attendance? *Excellent Good Fair Poor*

10. How would you rate your tutor's attendance? *Excellent Good Fair Poor*

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11. Did you have any specific problems or needs that were not addressed?
Yes *No* If yes, what were they?

_____

12. How do you feel about the overall refresher program provided to you?

_____

13. What are your suggestions for program improvements? _____

_____

14. What was your reason for leaving the program?
___ personal conflicts/problems
___ transportation problems
___ conflicts with work schedules
___ achieved goals
___ learned all I wanted to learn
___ other (list)

WRITE COMMENTS BELOW:

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PROGRAM EVALUATION

This questionnaire should be filled out be each active tutor and returned as soon as possible. This information is needed to complete our final report for FY 92 which must be done this fall. Thank you.

TUTOR NAME: _____

STUDENT NAME(S): _____

STUDY MATERIALS USED:
__ Laubach Way to Reading series
__ Challenger series
__ Steck-Vaughn GED series
__ other (list) _____

---

1. How far has your student progressed since being under your tutelage?
_____

2. What books or other study materials has your student completed thus far?
_____

3. Has your student achieved any personal goals as a direct or indirect result of your help? *Yes No* If yes, please describe.
_____

4. How would you rate the study materials you are using with your student?
Excellent Good Fair Poor

5. How would you rate your student's motivation and interest in learning?
Excellent Good Fair Poor

6. How would you rate your student's attendance? *Excellent Good Fair Poor*

7. How would you rate your own attendance? *Excellent Good Fair Poor*

8. Does your student have any specific problems or needs that need attention? *Yes No* If yes, describe. _____

9. How do you feel about your participation in the refresher course program being offered? _____

10. What are your suggestions to improve the program? _____
_____

WRITE COMMENTS BELOW OR ON OTHER SIDE:

Please return in the enclosed envelope to P.O. Box 130, Grenada, MS 38901

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TUTOR INTERVIEW

This questionnaire should be filled out by each inactive/former tutor and returned as soon as possible. This information is needed to complete our final report for FY 92 which must be done this fall. Thank you.

TUTOR NAME: _____

STUDENT NAME(S): _____

STUDY MATERIALS USED:
__ Laubach Way to Reading series
__ Challenger series
__ Steck-Vaughn GED series
__ other (list) _____

---

1. How far did your student progress under your tutelage?
_____

2. What books or other study materials did your student complete?
_____

3. Did your student achieved any personal goals as a direct or indirect result of your help? *Yes No* If yes, please describe.
_____

4. How would you rate the study materials you used with your student?
Excellent Good Fair Poor

5. How would you rate your student's motivation and interest in learning?
Excellent Good Fair Poor

6. How would you rate your student's attendance? *Excellent Good Fair Poor*

7. How would you rate your own attendance? *Excellent Good Fair Poor*

8. Did your student have any specific problems or needs that needed attention? *Yes No* If yes, describe. _____

9. How do you feel about your participation in the refresher course program? _____

10. What are your suggestions to improve the program? _____
_____

OVER

Please return in the enclosed envelope to P.O. Box 130, Grenada, MS 38901

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11. Why did you become inactive or quit tutoring?

__ personal time conflicts
__ lack of personal interest in continuing
__ student became inactive or quit
__ other (please list) _____

12. Would you be willing to tutor again? *Yes No* If yes, with the same student or with a different student? *Same student Different student*

13. Do you want to continue to receive *The GLAD Tutor*? *Yes No*

PLEASE WRITE COMMENTS BELOW:

We sincerely appreciate your participation in the Elizabeth Jones Library's Workplace Program and hope you will give continued participation favorable consideration. The literacy problems in Grenada County are serious and we can only make progress by working together. Thank you for the time and effort you have given to help others in our community.

Please return in the enclosed envelope to P.O. Box 130, Grenada, MS 38901